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ABSTRACT

The Kentucky Educational Improvement Act of 1978 mandated local school districts to initiate two programs: (1) screening and diagnostic test; and (2) development of district educational improvement plans outlining remedial programs or activities. The Comprehensive Tests of Basic Skills (CTBS/S) were selected as the statewide screening instruments in grades 3, 5, 7, and 10 to identify students needing assistance in the basic skill areas of reading, writing, spelling, language arts and mathematics, or in learning skills. Those students identified as deficient in tested skills were to be referred to a state diagnostic testing service. Diagnostic results were to be used to determine the scope of local educational improvement programs. Public hearings were required at each school to assure citizen participation in formulating plans for the local educational improvement programs. (Guidelines for formulating and implementing the program are given. Appendices include a copy of Kentucky House Bill No. 579, a list of expected student outcomes, and specifications for the student identification system). (MH)

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EDUCATIONAL IMPROVEMENT

Implementation Manual for the Kentucky Educational Improvement Act of 1978

Kentucky Department of Education, James B. Graham, Superintendent

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KENTUCKY DEPARTMENT OF EDUCATION'S CONTACT PERSONS FOR THE EDUCATIONAL IMPROVEMENT ACT

Bureau of Instruction

Mrs. Randy L. Kimbrough
Assistant Superintendent for Instruction
1813 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-3010

Mr. Conley Manning, Director
Division of Program Development
1816 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-2106

Ms. Lydia Wells Sledge, Director
Unit for Educational Improvement Programs
1827 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-5587

Office of Research and Planning

Dr. Donald Van Fleet, Head
Office of Research and Planning
112 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-4394

Ms. Jacqueline M. Cantrell, Director
Unit for Evaluation
116 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-4394

John Evins, Director
Unit for Educational Improvement
115 Capital Plaza Tower
Frankfort, Kentucky 40601
(502) 564-4394

EDUCATIONAL IMPROVEMENT IMPLEMENTATION MANUAL

Message from the Superintendent

The Kentucky General Assembly, through the Kentucky Educational Improvement Act of 1978, has offered the local school systems of the Commonwealth a splendid opportunity to meet the diverse educational needs of all Kentucky school children.

Each local educational agency will be able to develop, within the framework of the following guidelines, a local plan for implementing the Educational Improvement Act. This local plan will be devised to meet the specific educational goals ascertained by the district.

The following manual will provide specific guidelines for assisting each LEA in developing and implementing its educational improvement plan as required by the Educational Improvement Act. This document represents a joint effort of the Bureau of Instruction and the Office of Research and Planning. Representatives of both offices will be available for technical assistance and consultative services to local districts.

James B. Graham
Superintendent of Public Instruction

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MEASUREMENT OF STUDENT PROGRESS AND ACHIEVEMENT IN THE BASIC SKILLS

Office of Research and Planning, Unit for Educational Improvement

I. TESTING PROCEDURES

The Educational Improvement Program has two major components: 1. the measurement of student progress and achievement in the basic skills, and 2. the development of a district educational improvement plan outlining remedial programs or activities. One of the most fundamental educational tenets is that in order to ameliorate an observed weakness adequately, one must first determine the exact scope or degree of the problem. Although the administration of tests has become one of the most expedient forms of evaluating both student progress/achievement and effectiveness of educational programs on a statewide basis, it is important to note that other educational and environmental factors must be strongly emphasized in the total assessment process.

The materials presented in the testing chapter have been designed to assist the local school districts in planning/decision-making in the implementation of their local Educational Improvement Programs. Further information concerning exact dates, forms and routing processes, etc., will be available in supplemental issues for inclusion in the manual.

A. Test Administration

1. Screening Test

The Comprehensive Tests of Basic Skills (CTBS/S) will be administered as a screening instrument in grades 3, 5, 7, and 10 to identify students who are most in need of assistance in the basic skills areas of reading, writing, spelling, language arts and mathematics, and in learning skills. Testing will occur within a designated three-week period during the month of April with provisions for make-up testing days. The purpose of the screening instrument is to determine broad subject areas or skill groups to be addressed in the district's educational improvement plan.

Children who are enrolled in non-graded situations should be tested after the application of the "rule of 5". This means that "5" is added

to the grade level at which the test is to be administered to determine the corresponding age level for that particular test. For example, 5 plus grade 3 equals 8. Therefore, tests will be administered to students at ages 8, 10, 12, and 15, to correspond with grades 3, 5, 7, and 10. The local district should exercise caution in determining at what age the non-graded child should be tested.

Test booklets, answer sheets, and scoring of the CTBS/S will be provided for the districts by the Department of Education with testing materials shipped directly to each district in the quantity requested. A central inventory will be kept by the Department of Education to ensure that all materials are properly shipped and received.

2. Diagnostic Test:

Beginning in the 1979-80 school year, each district will have the opportunity during the months of September and October either to utilize the state diagnostic test service or to choose an appropriate alternate form of diagnostic assessment to be administered to those students identified by the screening instrument as being most in need of assistance.

The diagnostic test will assist local districts in pinpointing specific areas of educational strengths and weaknesses. Results of this test will be used in determining the precise scope of proposed educational improvement programs or activities. The Department of Education will provide a state diagnostic testing service (test booklets, answer sheets, and scoring) that will be cross-referenced with instructional materials on the Kentucky Textbook Adopted List. This service will be provided at no cost to the district.

It is not required that the district utilize the state diagnostic testing service if other diagnostic tests or alternate forms of diagnostic

assessment are available. However, a district must notify the Department of Education in writing if it prefers to use an alternate procedure, and such procedure must be approved by the Department. The district itself will bear the cost of the alternate diagnostic assessment.

During the 1978-79 school year, the Department of Education will be conducting pilot programs in volunteer school districts to determine the most appropriate series of diagnostic tests to be adopted by the Department of Education. Once these studies are finalized and evaluated, the state diagnostic testing service will be available to each local district by the beginning of the 1979-80 school year.

The Office of Research and Planning will provide technical assistance for the districts in the areas of test administration and test interpretation.

3. Tests for Exceptional Children:

Exceptional children who are receiving services through regular class enrollment in conjunction with special education through a resource room or itinerant teacher will be tested with their non-handicapped peers at the appropriate grade levels.

Age-appropriate exceptional children receiving services solely through a special education special class plan (self-contained) should have a review of their Individual Education Program (IEP) by their special education teacher to determine the level of the CTBS/S to be administered. The level of test would be dependent upon their current level of skill as reflected on their IEP's. For instance, a lower level of the CTBS/S might be indicated for a particular child, or the child might be functioning at too low a level to have the CTBS/S administered.

The results on exceptional children will be handled separately and will remain in the local school district rather than being merged with

other test results from the district. This, however, would not be true for children receiving only speech therapy in addition to their regular class placement.

B. Test Scoring, Reporting, and Interpretation

Test scores for the screening process will be generated for each student in the form of percentiles, standard scale scores, stanines, and grade equivalent scores. Group data will be printed by grade level at the end of each class roster, school, and district report. Frequency distributions and item/concept analysis reports will be available for each classroom, school, and district. A separate listing of students scoring below the specified mastery level will be sent to each school district.

Summary reports of test data will be made available to the Governor, the State Advisory Committee for Educational Improvement, the Legislative Research Commission, the State Board for Elementary and Secondary Education, and to local boards of education.

C. Selection of Students

Students will be selected for inclusion in educational improvement activities based upon a statistical identification process by each basic skills test. Tentative studies have been conducted analyzing historical statewide test data to establish the most accurate process of student selection. A bi-modal curve utilizing expanded standard scale scores has been developed from longitudinal test data in order to establish a specific level of acceptable mastery for each of the skills tests. Research has indicated that approximately twenty percent (20%) of the students tested will probably be selected for inclusion in educational improvement activities. However, in order to ensure accurateness and fairness of the

selection process, teacher opinion, prior student performance, cumulative records, and other educational and environmental factors will be strongly emphasized in the total assessment of student performance and level of achievement. (See Appendix D for Student Identification System.)

Requests for further information dealing with testing should be directed to the Office of Research and Planning, Department of Education, Frankfort, Kentucky 40601.

II. DESCRIPTION OF COMPREHENSIVE TESTS OF BASIC SKILLS, FORM S, EXPANDED EDITION*

A carefully formulated rationale provided the basis for each step in the development of all levels of CTBS/S Expanded Edition. This rationale requires that the tests measure systematically those skills which are prerequisite to studying and learning in subject matter courses. CTBS/S is not intended to measure achievement in specific course content as reflected in textbooks for various grade levels. Rather, the tests are intended for national use by students who have been taught according to various traditional approaches. Test items should also be answered just as readily by students taught according to any of the newer approaches. However, performance on these tests necessarily depends on the possession of relevant knowledge and is affected by the grade level at which a skill is first introduced. It is assumed that all sequential curricula are formulated to increase a student's competence in dealing with content of increasing difficulty. Therefore, these tests are intended to measure those skills common to all curricula.

COMPOSITION OF CTBS/S BATTERY

SKILLS AREA	TEST	NUMBER OF ITEMS			
		Grade Three	Grade Five	Grade Seven	Grade Ten
Reading	Test 1 - Reading Vocabulary	40	40	40	40
	Test 2 - Reading Comprehension	45	45	45	45
Language	Test 3 - Spelling	44	50	30	30
	Test 4 - Language Mechanics	20	20	20	20
	Test 5 - Language Expression	30	35	35	35
Mathematics	Test 6 - Mathematics Computation	48	48	48	48
	Test 7 - Mathematics Concepts and Application	50	50	50	50
Reference Skills	Test 8 - Reference Skills	20	20	20	20

*Information in this section is taken from the Examiner's Manual, the Test Coordinator's Handbook, and the Teacher's Guide for Levels 1, 2, 3, and 4 of the Comprehensive Tests of Basic Skills (Monterey, California: CTB/McGraw Hill, 1974).

All items in the battery are multiple choice. Except for the spelling test at Levels 1 or 2 in which there are only two answer choices per item, all items have four alternatives. Brief general descriptions of eight of the tests in the battery follow (Sample items from Level 1 have been included for clarification.):

Test 1 - Reading Vocabulary

Test 1 contains 40 items, each of which consists of a stem phrase and four discrete words for alternatives. The student's task is to choose the synonym for the underlined word in the phrase.

Use of a stem word in a phrase parallels the way in which a learner is exposed to new vocabulary and, more broadly, the way language "works". The use of phrase as context provides a mental image for the students and helps them to recognize the stem word as familiar. However, even though the stem word is placed in the context of a phrase, the vocabulary test is a measure of the student's knowledge of the denotative meaning, or dictionary definition of the word.

The skill of defining a word in the context of a phrase is quite different from the skill of actually determining word meanings through context. To demonstrate the skill of determining word meaning from context, the student must be able to use "context clues"; specifically direction-definition, restatement, example, explanation, and comparison or contrast. The context of a whole sentence, sometimes even a paragraph, must be used to determine the meaning of an unknown word. Thus, the items that measures ability to determine word meaning through context must be a whole sentence and one that expresses a complete thought. Such items are included in Test 5, Language Expression.

SAMPLE ITEM:

Directions: Look at the word with the line under it. Then read the words below. Choose the word that means the same, or about the same, as the word with the line under it. Fill in the space that goes with the answer you choose.

A. Large House

1. Big
2. Long
3. New
4. Ready

TEST 2 - Reading Comprehension

Test 2 contains 45 items based on seven reading selections. Some reading passages portray feelings and situations universally experienced by young people; other passages present enriching informative material. In Levels 1 and 2 a conscious effort was made to include some content which portrays children experiencing emotions, because it was felt that reading material used in the elementary grades ought to provide children with a means for learning to understand and cope with their emotions.

The test items measure specific skills in both literal and critical comprehension. Critical comprehension skills ought to be used by readers as early as Grade 3. More than half of the items in this test measure skills in critical comprehension.

SAMPLE ITEM:

Directions: Read the story below.

On Sunday morning Bill rode his bicycle. As he rode through the streets, buses and cars passed him. He liked the cool wind blowing in his face.

Now read the sample and fill in the space that goes with the answer you choose.

What did Bill ride?

1. A bicycle
2. A bus
3. A car
4. The wind

Test 3 - Spelling

Each word that the student is required to consider is placed in the context of a sentence. The rationale for this item format is threefold:

1. Spelling words are taught in a meaningful context
2. Recognition of spelling error is a skill that students would apply to proofreading their own written material (i. e., a context)
3. Homonyms and other easily confused words represent important content in a spelling program, but can be tested only in the context of a sentence

All misspellings in Test 3 are common among students. Futhermore, each item measures a specific spelling rule. From the student's wrong responses, the teacher can ascertain which rules the student needs to master.

The words included in each level of Test 3 were carefully selected to represent spelling rules widely taught at that level. Basic Goals in Spelling, by W. Kottmeyer and A. Claus, a text series used by over half the school children in the nation, was used as a guide in word selection. A Revised Core Vocabulary, by EDL/McGraw-Hill, was used in choosing words appropriate in difficulty for each test level.

SAMPLE ITEM:

Directions: Read each sentence. Decide whether the underlined word is spelled right or wrong. Fill in the space with the "R" in it if you think the word is spelled right. Fill the space with the "W" in it if you think the word is spelled wrong.

	RIGHT OR WRONG	
A. I luv you.	R	W
B. He wore a clean pare of socks.	R	W

Test 4 - Language Mechanics

Test 4 contains 20 items, of which 10 measure punctuation skills and

10 measure capitalization skills. Ten skills are tested with discrete sentences instead of with reading passages for two reasons:

1. Testing knowledge of punctuation and capitalization rules through the use of a passage would only complicate the task. Discrete sentences minimize the effect that difficulty in reading comprehension might have on a student's performance on a test of mechanics.

2. A writer decided which capitalization or punctuation rule applies sentence by sentence, except for comparatively rare uses of the semicolon and colon.

If a student's performance on this test of language mechanics is unsatisfactory, it might be an indication that he or she needs to learn not only the rules of mechanics per se, but also the principles of English sentence structure and what constitutes an idea phrase within a sentence.

SAMPLE ITEM:

Directions: Read this sentence and decide whether a period, a comma, or a question mark is needed. Fill in the space that goes with the answer you choose. If no mark is needed, fill in the space that goes with the word "none".

I like cake, ice cream, and candy.

1 2 3 4 None

Directions: Read this sentence and decide which part of the sentence has a word that needs a capital letter. Each sentence is divided into three parts. If a word in any part needs a capital letter, fill in the space that goes with that part of the sentence. If no word in the sentence needs a capital letter, fill in the space that goes with the word "none".

1	2	3	4
My three friends/	are named Ann,/	Carol, and Sue./	None

Test 5 - Language Expression

Test 5 contains sets of items that test various aspects of effective expression: standard English usage; English syntax; diction (in which the student must determine which of four definitions defines the under-

lined word in a given sentence); and skill in organization.

SAMPLE ITEM:

Directions: The following sentence is divided into three parts. In one of these parts, there might be a mistake in the use of a word. If there is a mistake, fill in the space that goes with the part that has the mistake. If there is no mistake, fill in the space that goes with "none".

1	2	3	4
They sees /	Rosa every day at	school. /	None

Test 6 - Mathematics Computation

Test 6 consists of 48 items in addition, subtraction, multiplication, and division. These four fundamental mathematical operations are measured by 12 items each. Within each section, the 12 items are ordered according to increasing difficulty. No separate scores are reported for the four sections; only the total score for Test 6 is normed.

SAMPLE ITEM:

Directions: Do the following problem. Use scratch paper to do your work. Fill in the space on your answer sheet that has the same letter as the answer you choose.

Addition

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

A 8
B 12
C 26
D 62

Test 7 - Mathematics Concepts and Applications

The 50 items in Test 7 measure the student's ability to recognize concepts, choose appropriate problem-solving operations, and carry out such operations.

The 25 concepts items measure the student's ability to convert concepts expressed in one numerical, verbal, or graphic form to another

form, and to comprehend numerical concepts and their interrelationships. The content categories for the concepts items include number systems, measurement, set theory, geometry, and numeration.

The 25 applications items measure the student's ability to select and carry out problem-solving operations. The content categories for these items include set theory, algebra, measurement, and reasoning.

Separate scores are reported for each section.

SAMPLE ITEM:

Directions: Read the following items and choose the answer you think is correct.

Which of these numerals is eight?

(A) 5 (B) 6 (C) 7 (D) 8

Test 8 - Reference Skills

Test 8 consists of items that measure the ability to use reference materials and to follow library procedures. Some items are based on given catalog cards and measure the ability to use the information on these cards. Other items measure the ability to use dictionary conventions. This test assumes that the student has had a library available and has received instruction in its use.

SAMPLE ITEM:

Directions: Choose the answer you think is correct. Then fill in the space that goes with the answer you choose.

Which one of these words would be first in ABC order?

A Pound C Punch

B Peach D Pebble

III. PREPARATION FOR ADMINISTERING THE CTBS/S *

A. Preparation of Students for Testing

The examiner's most important responsibility in preparing the students for testing is to provide a positive and supportive atmosphere in order to prevent or reduce tension. The students should be informed in advance that they are scheduled to take tests for which there is no need for special preparation. They should be told that they will be tested on skills they use every day in and out of school. It should be emphasized that they are not excepted to be able to do all the items and that if they come to an item they are sure they cannot do, they are to skip that one and go on to the next. It is important that both the students and the examiner know that the purpose of the testing is to discover which skills the students have mastered and those in which they need help.

Since the examiner's attitude will be detected by the students, it is important that a cheerful and positive attitude be presented. The examiner will have a positive attitude if he or she is comfortable about administering these tests both from the standpoint of being familiar with the procedures and from that of realizing why these tests were selected for this group.

B. Preparation of the Examiner

Examiners who can comfortably accept these tests as being appropriate for the children being tested will find it easy to be supportive. Such support is important if the students are to do their best work on the test.

Since many factors besides the teacher's ability affect the student's performance, CTBS/S was not designed to and should not be used to measure

*Some of the information in this section is taken from the Examiner's Manual, the Test Coordinator's Handbook, and the Teacher's Guide for Levels 1, 2, 3, and 4 of the Comprehensive Tests of Basic Skills (Monterey, California: CTB/McGraw-Hill, 1974).

teachers' competence. Therefore, a teacher need not feel threatened by the test. It is especially important that teachers who serve as examiners feel at ease with the purpose of the test so that their attitude is positive; a "threatened" examiner could hinder the students' performance.

Before administering each test, the examiner and proctors should become thoroughly familiar with the test content, directions for administration, and method of marking answers. In particular, they should be well acquainted with each sample item, its correct answer, and the rationale for its solution. The best preparation for the examiner and proctors is to take part of each test themselves, reading aloud the directions, noting the time limits, and rehearsing the test situation in general. This preparation will help them to anticipate difficulties or questions that might arise during the actual testing. It is extremely important that the test be administered under carefully controlled conditions and that the instructions be followed exactly.

C. Special Considerations for Effective Testing Sessions

Each testing situation should be planned so that each student has the greatest likelihood of performing to his or her maximum ability. Aids to such planning follow:

1. Space the testing periods over two or three days to avoid fatigue
2. Schedule the testing so there will be sufficient time to complete a timed unit by the end of the testing session
3. Avoid making students miss recess periods or other activities they enjoy, such as art, music or library classes
4. Administer the tests, if possible, on Tuesday, Wednesday, and Thursday, and avoid days just prior to or after vacations or important school functions
5. Avoid testing after strenuous physical exercise
6. Eliminate distractions such as bells or telephones ringing. Use a "Do not Disturb" sign on the door of the testing room to eliminate interruptions

Because CTBS/S consists of standardized tests normed under specific conditions, the most valid test results will be obtained by simulating these

conditions as rigorously as possible. In addition to the preceding considerations, the teachers or examiners in the standardization program are instructed to:

1. Become familiar prior to testing with the tests themselves and with the directions for completing student identifying data, for marking answer sheets, and for administering the tests

2. Have all materials assembled for quick distribution

3. Set up an atmosphere in the classroom for the most effective testing free of tension and concern

4. Follow instructions in the Examiner's Manual precisely, reading verbatim those sections preceded by "SAY"

5. Make sure that students know what they are to do, allowing time for questions before giving the signal to begin

6. Observe time limits exactly with the use of a stopwatch or timepiece with a second hand, giving the signal "Begin" after all student questions on procedure are answered

7. Limit assistance to students to the mechanical aspects of marking answers, clarifying directions, and finding the right place on answer sheets or in test books; guard against indicating a correct answer or pointing out the rationale of an item

8. Monitor the students to ascertain that each student is marking his or her answers correctly, is marking only one response for each item, and is erasing discarded responses completely

D. Testing Cautions

1. Coaching:

In order to encourage the best performance from a test group, the examiner should be sure that all students understand the directions for taking the test. In assisting them, however, the examiner must remember that this is a test situation, not a learning activity. In no way should the correct response be indicated for any item except the sample items. It is important to distinguish between mechanical acts (e.g., helping a student find the correct place) and acts that might inadvertently indicate an answer (e.g., pointing out the rationale of an item.)

2. Irregularities During Testing:

Any test administration may be marred by unforeseen irregularities. In some cases these could invalidate the score on the test, not only for the individual examinee but for the entire test group. Therefore, it is recommended that the examiner note on the Group Information Sheet any irregularities involving students; for example, marking multiple responses to test items, experiencing sudden illness, having to leave the room, or becoming unduly disturbed by the test situation. In addition, the examiner should identify in his or her notes any student with language difficulties or a severe physical handicap that might in some way affect his or her performance on the test. The examiner should also make note of any unusual interruptions or distractions. If a student's test is invalid, the examiner should follow the instruction under "Invalid Tests" below.

3. Invalid Tests

A student's test is invalid if illness or some other unavoidable interruption in the testing causes the student to lose time within a test unit. No score should be reported for the test, the skills area, or the total battery.

4. Irregularities During Testing of Exceptional Children

Adaptations/modifications necessary for administering tests for exceptional children prevent utilization of the norms with these children. Information concerning the student's ability to perform the basic skills will, however, be useful as the teacher works with the individual child and his/her Individual Education Program. The type of adaptation used will be recorded at the local school level. Special Education teachers and field service consultants

from the Bureau of Education for Exceptional Children will assist in cases where test adaptations/modifications are necessary.

5. Guessing

If students ask whether or not they may guess, the examiner should tell them that if they have read an item and feel they know something about its answer, they should mark it and go on. However, students should never be encouraged to mark answers randomly. Random responses, made without considering an item are not acceptable; there is no understanding of the item and no meaningful interaction between the examinee and the content. Any deliberate random marks obviously invalidate the student's score.

6. Proctoring the Tests

While the students are working, the examiner and/or the proctor (if one is used) should circulate to see that the group is following directions and marking answers properly. If a student is unable to answer an item, he or she should be encouraged to go on to the next one. If students finish a test before time is called, they may go back to any skipped items within the test or timed section.

7. Timing the Tests

Accurate timing is extremely important. Time required for completing the identifying data on the answer sheet or for going over the sample is not included in the time limits for the test. Once the examiner is sure that the students understand the principle of doing the sample items and marking their answers, he or she should direct all students to start marking the answers at the same time, and should note the starting time in the space provided in the "Directions for Administering Each Test." The examiner should then calculate

the time at which he or she will need to stop the students and enter that time in the appropriate space.

If it is apparent that all students have completed a test before the allotted time is up, stop that test. However, be careful not to penalize the slower students by shortening the time. In no case should a timed test be lengthened.

8. The Answer Sheets

It is of utmost importance that all directions for completing identifying data be followed precisely and that all identifying data be filled in completely and accurately. In the process of filling in the spaces for the identifying data, the students obtain practice in marking the spaces for the specific type of answer sheet they will be using for the test.

The specific directions for marking answers should be read to the students before the battery is administered or before any one of the separate skills-area books is administered alone. The teacher or examiner should monitor the marking of the answer sheets, as indicated in the directions for administering the tests, to make sure answers are being marked correctly.

9. Disposition of Materials

At the end of the last testing session, the examiner should check each answer sheet to be certain that the data has been filled in properly. The examiner should stack all of the used CompuScan answer sheets and place the Group Information Sheet on top. These materials should then be returned to the staff member who originally furnished them. Examiner's Manuals, answer sheets, all reusable test books, and students' scratch paper should be returned to the same person in a separate stack.

E. Procedural Steps for Administering the CTBS/S Battery

The general plan is the same for administering all subtests.

The steps for administering the tests include:

1. Reading aloud the introductory statement and the specific directions for the test
2. Working through the sample items with the students, making sure they know how to do the items and mark their responses
3. Timing each test exactly according to specified time limits
4. Monitoring the testing session and making note of any irregularities in testing for the group or for individuals
5. Giving instructions to students when a test is completed
6. Preparing the answer sheets for scoring when testing is completed

If a break is called at the end of a test, have students using an answer sheet slip the answer sheet into his or her book and leave the book closed on the desk. If the testing session is completed for the day, collect all books and answer sheets.

F. Materials Required for Testing

For each student:

One (1) reusable test book and appropriate answer sheet

One (1) No. 2 pencil with eraser attached

Scratch paper

For the examiner:

Directions for using the answer sheet

1 Examiner's Manual

Extra answer sheets

Extra Pencils

Extra scratch paper

One (1) Stopwatch, or time piece with a second hand

One (1) Group Information Sheet

One (1) "Do Not Disturb" sign

IV. PREPARATION OF ANSWER SHEETS FOR MACHINE SCORING

The Kentucky Department of Education will provide the scoring service for the CTBS/S. The tests are scored by optical mark-reading equipment, capable of high-speed processing that can read marks on both sides of the answer sheet simultaneously.

With each package of CompuScan answer sheets there is a Group Information Sheet (See page 26) to be used as a cover for all answer sheets for a classroom group. This form must be completely filled out according to instructions before materials are packaged to be forwarded for scoring. The answer sheets should be checked for the following:

1. All identifying data required are accurately and completely filled in
2. Response marks are heavy and dark, completely filling the circles
3. Responses rejected by the student have been completely erased
4. Extraneous marks and smudges have been completely erased
5. Levels of CTBS/S are not mixed within the group

If in the examiner's judgment a student for some reason was unable to perform on the tests in a manner representative of his or her usual performance, that answer sheet should be withdrawn from the group and not forwarded with the answer sheets for scoring. This should be done only in those instances in which the student is unduly distracted by such things as personal illness, current personal or family disturbances, or undue disturbance during testing. The Test Coordinator's Handbook details the kinds of situations that should be considered. The judgment must be made by the examiner, who knows the student and the situation.

A. Preparation for Scoring Tests on Exceptional Children

1. Tests for all identified exceptional children in resource and itinerant programs will be pulled and hand-scored by the Special Education teacher.
2. Information sheets containing raw scores and identifying information will be completed by the special education teacher and used for district-wide purposes.

B. Instructions for Filling Out Student Information on the Answer Sheet

The test coordinator and test administrator must follow a specific series of steps in order to prepare answer forms for machine-scoring. Proper completion of the following steps will ensure that the test results will give the full range of information the tests are designed to provide (See pages 22 and 24):

Step 1: Verify the Student's Identification and Test Identification Data on Each Answer Form. Have the student:

- Print his/her name on the line following the word Name (A)
- Print his/her grade and age
- Print the names of the teacher and the school
- Find the row of boxes (B) above the columns of lettered circles (name grid) and:

  Print his/her last name, one letter to a box

  Skip one box and print as many letters of his/her first name as possible

  In the first column of the name grid, (C) find the circle that contains the same letter as the box above it; darken that circle

  Repeat above step until the appropriate circle is darkened in each column of the name grid

CompuScan COMBINATION ANSWER SHEET 2588

CTBS

Comprehensive Tests of Basic Skills

Expanded Edition

Levels 1 and 2, Forms S and T

SFTAA

Short Form Test of Academic Aptitude

Levels 2 and 3

Comprehensive Tests of Basic Skills, Expanded Edition represents a revision of *Comprehensive Tests of Basic Skills, Forms Q and R*. The battery was revised in order to extend its range through the beginning of school, to add tests of science and social studies skills, to reduce the bias, to recognize trends in the curricula, and to provide new normative data. This answer sheet will be inappropriate for editions prior

(A)

NAME Smith, Jane GRADE 4 AGE 10

TEACHER Hayes SCHOOL Collins Lane

STUDENT'S NAME

(B)

S	M	I	T	H		J	A	N	E													
○	○	○	○	○	●	○	○	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●
○	○	○	○	●	○	○	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
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●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

(C)

(D) DATE OF TESTING Year 78 Month April

BIRTH DATE

Year	Month
6 8	March

(E)

○ 0	○ JAN
○ 1	○ FEB
○ 2	● MAR
○ 3	○ APR
○ 4	○ MAY
○ 5	○ JUN
● 6	○ JUL
○ 7	○ AUG
○ 8	○ SEP
○ 9	○ OCT
	○ NOV
	○ DEC

(F)

Ⓜ MALE
● FEMALE

(G)

CTBS

LEVEL ● 2 | FORM ● T

SFTAA

2 3

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(H)

SPECIAL CODES

○	○	○	○	○	○	○	○	○	●
○	○	○	○	○	○	○	○	●	○
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FOR CTB/McGRAW-HILL USE ONLY

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○	○	○	○	○	○	○	○	○	○

78901

Mark the blank circle in the column below the skipped box between the last and first names

In all remaining unused columns mark in the blank circle below the skipped box

- Print the date of testing, year and month, in the spaces provided. (D)

- Print the year and month of his/her birthdate

- Darken the circles (E) that indicate the year and month of his/her birthdate

- Darken the circle that identifies his/her sex (F)

- Darken the circles indicating the correct level and form of the test the students have taken; be sure that the level and form gridded match the level and form indicated on the test book used (G)

- Mark the last three columns under special codes according to the teacher-assigned three digit number (The teacher begins with the first student in her group and assigns that student 001, the next 002 and so forth; this may be done alphabetically) (H)

Note: Do not neglect to grid the correct birthdate and sex. These are definable data which with the name constitute a unique identification profile.

- If the student has coded the grids described in Step 1, check each grid for accuracy and completeness.

- If the student has not coded the grids, the examiner should do so. The completion of the information, which should be properly gridded when the answer forms are submitted for scoring, often accounts for the greatest delay in the process of scoring; clerks in the Scoring Center must do it if the local district does not. (If there is more than a 10 percent error rate in the gridding of the answer forms, they will be returned to the district for correction).

Step 2: Check the Physical Condition of the Answer Forms

- The condition of the answer forms affects the processing speed as well as the accuracy of the results.

- The forms must be free of bent corners, folds, creases, pins, staples, or paper clips.

CompuScan COMBINATION ANSWER SHEET 2589

CTBS

Comprehensive Tests of Basic Skills

Expanded Edition

Levels 3 and 4, Forms S and T

Short Form Test of Academic Aptitude

Levels 3, 4, and 5

SFTAA

Comprehensive Tests of Basic Skills, Expanded Edition represents a revision of *Comprehensive Tests of Basic Skills, Forms Q and R*. The battery was revised in order to extend its range through the beginning of school, to add tests of science and social studies skills, to reduce cultural bias, to recognize trends in the curricula, and to provide new normative data. This answer sheet will be inappropriate for editions prior to...

(A)

NAME Allen, John GRADE 8 AGE 13

TEACHER SCHOOL

(B) STUDENT'S NAME

A	L	L	E	N		J	O	H	N				
○	○	○	○	○	○	○	○	○	○	●	●	●	●
●	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	●	D	D	D	D	●	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	●	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	●	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	●	L	L	L	L	L	L	L	L	L
M	M	M	M	M	●	M	M	M	●	M	M	M	M
N	N	N	N	N	N	N	●	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

(D) DATE OF TESTING Year 78 Month April

BIRTH DATE

Year		Month
6	4	October

(E)

①	⓪
②	①
③	②
④	③
⑤	④
⑥	⑤
⑦	⑥
⑧	⑦
⑨	⑧
	⑨

- ○ JAN
- ○ FEB
- ○ MAR
- ○ APR
- ○ MAY
- ○ JUN
- ○ JUL
- ○ AUG
- ○ SEP
- ● OCT
- ○ NOV
- ○ DEC

(F)
- ● MALE
- ○ FEMALE

(G)

CTBS

LEVEL	FORM
● ④	● ⑦

SFTAA ③ ④ ⑤

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(H) SPECIAL CODES

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	●	①
②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

FOR CTB/McGRAW-HILL USE ONLY

⓪	⓪	⓪	⓪	⓪	⓪	⓪	⓪
①	①	①	①	①	①	①	①
②	②	②	②	②	②	②	②
③	③	③	③	③	③	③	③
④	④	④	④	④	④	④	④
⑤	⑤	⑤	⑤	⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥	⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦	⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧	⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨	⑨	⑨	⑨	⑨

- The only marks on the forms must be the responses and the identification data, carefully gridded.

- Rejected responses and stray or extraneous marks must be completely erased with a soft eraser that does not damage the paper.

- Each gridded response must be made by a soft no. 2 pencil, densely and completely filled in the circle.

Not Not But

- The machine-scorable answer sheets must be put into numerical order based on the number the teacher assigned each student. Groups of answer forms must be of the same test, same level, same form, and same type.

- When all answer forms have been checked for gridding, neatness, erasures, and collation, fill out a Group Information Sheet. (See Step 3) and a Group Information Envelope.

Step 3: Complete the Group Information Sheet

- Read the instructions on the sheet itself (unfold to expose directions).

- Print the district name in the space provided.

- Grid the teacher's name or some group identification name if you have other than classroom groupings.

- Grid the school name.

  If schools within the district have similar names, be sure to distinguish them clearly.

- Grid the city name and postal abbreviation for the state name.

  This name should always be the city or town in which the school is actually located - <u>not</u> the district seat.

- Grid the test month, day, and year.

- Grid the number of students tested.

  Be sure that this number is the count of the students whose answer sheets are in the group.

- It is very important and necessary that the first eight column areas of the Special Codes section be completed as follows:

  In areas A, B, and C mark in the school district's three digit statistical code number.

PRINT DISTRICT NAME HERE FRANKLIN COUNTY

TEACHER NAME	SCHOOL NAME	CITY NAME	STATE NAME
JONES	COLLINS LANE	FRANKFORT	KY

TEST DATE			NUMBER STUDENTS TESTED	GRADE
MONTH	DAY	YR		
JAN			027	
FEB				
MAR	0		000	K
APR	1	79	111	1 9
MAY	2	80	222	2 10
JUN	3	81	333	3 11
JUL	4	82	444	4 12
AUG	5	83	555	5 12+
SEP	6	84	666	6 UNGRADED
OCT	7	85	777	7
NOV	8		888	
DEC	9		999	

SPECIAL CODES

A B C D E F G H I J K L M N O P Q R S T U V

CTB/McGRAW-HILL

GROUP INFORMATION SHEET

FOR USE WITH ALL

CompuScan®

ANSWER FORMS
EXCEPT 42" FANFOLD BOOKLETS

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UNFOLD TO EXPOSE DIRECTIONS

81104

In areas D, E, and F mark in the school building's three digit statistical code number

In areas G and H mark in the classroom teacher's two digit statistical code number (The teacher's two digit code number is to be assigned by the test coordinator or building principal making sure that no two teachers at the same grade level within the same school have the same two digit code number. Any two digit number the test coordinator or principal desires may be assigned.)

Step 4: The School/Group List (See Example on page 28).

The School/Group List must accompany CTBS/S Tests sent to the Kentucky Department of Education Scoring Center. The list will be directly involved in the procedures of logging in the work and reviewing the scanning results so that the integrity of your grouping is protected and an authoritative resource is available to Scoring Center personnel.

Suggested Procedure:

1. A School/Group List is distributed to each school in the testing program, one per 30 classrooms being tested.

2. The local or school test coordinator fills out the list as the last step before sending answer forms for scoring.

3. One copy of the list is enclosed with the answer forms and the second copy is filed in either the school or the district office as an aid in the inventory of reports received from the scoring service.

Format of the List:

1. Fill in the school identification at the top of the sheet.

   a. The local test coordinator's name may be substituted for the principal's name on that line, if the contact person at the school site is not the principal.

   b. "Area within district" refers to any sub-section of the school district: area, region, or other designation for groups of schools.

SCHOOL/GROUP LIST

DISTRICT NAME _____ CITY _____

SCHOOL NAME _____ STATE _____

PRINCIPAL'S NAME _____ AREA _____
within district, if applicable

TELEPHONE # ( ) _____ DATE OF TESTING: _____
area code

PLEASE LIST EACH GROUP BY GRADE. LIST ONLY THOSE GROUPS AND PROVIDE A COUNT OF ONLY THOSE STUDENTS IN EACH GROUP WHOSE TESTS ARE BEING SHIPPED

Line #	Grade	Teacher Name (or Group Designation)	Number of Students Tested	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Please do not write below this line

Spec. info _____

District Number _____
School Number _____
Other (Area, etc.) _____
Batch Number _____

IN001

2. In order of grade, list each teacher (If some other group is used in place of the teacher's name, list the group name.)

3. Indicate the grade for each group and the actual number of students tested in each group (The number equals the count on the Group Information Sheet, and that count, in turn, equals the number of students whose answer forms are in the group's stack.)

4. The comment section is for use by either the school or the scoring center and provides a place to record special information relative to a specific group.

Step 5: Pack the Completed Answer Forms for Shipment

- Use only sturdy cartons for shipment, cartons that can stand possible rough handling.

- Arrange groups of answer forms in cartons by grade. If forms are split into more than one box, number those boxes in sequence.

- Give the boxes and School/Group Lists to the district coordinator so that he/she can complete the remaining steps.

- Number the cartons: 1 of N, 2 of N, 3 of N. etc., N meaning the total number of cartons shipped (e.g., you are shipping 15 cartons--each will be numbered 1 of 15, 2 of 15, 4 of 15... 15 of 15).

- Print the district name on the side of each carton.

- Use newspaper or other packing to hold answer forms secure and immobile during transit.

- Place the School/Group lists in the carton.

- Tape the cartons or tie them securely with cord.

- Address each carton:

Dr. Donald Van Fleet, Head
Office of Research and Planning
Kentucky Department of Education
Test Scoring Center
Capital Plaza Tower
Frankfort, Kentucky 40601

V. SCORING, REPORTING, AND INTERPRETING RESULTS OF CTBS/S

A. Standard Rules for Scoring

Scoring the subtests of the CTBS/S battery is a straightforward operation involving counting the number of items in a test for which the right response only has been marked. However, questions always arise concerning irregularities in the marking of responses by individual students, and in combining scores of invalid sub-tests for skills areas and of invalid tests for the total battery. To provide maximum consistency in reported results regardless of the type of scoring, the following "Standard Rules for Scoring" that were applied in the norming of CTBS/S are used.

1. The raw score for a test, a skills area or the total battery is defined as the number of right responses.
   NOTE: The score for the total battery is a composite of the total scores of Reading, Language, and Mathematics (Tests 1 through 7). The scores for Reference Skills are not included in the total battery score.
2. A right response is one for which the correct alternative, and only the correct alternative, is marked.
3. A wrong response is one for which an incorrect alternative, or other alternative, is marked.
4. An omitted or multiply-marked item is treated as an invalid response.
5. A test is invalid if it contains only invalid responses; so is any total (skills area or total battery) of which such a test is a part.
6. A test is invalid if, because of illness or some other

unavoidable interruptions in the testing, a student loses time within a timed unit.

B. Scoring Cautions

1. If forms are not correctly grouped or identified, the grouping or identification must be done; any problem must be resolved before the work can progress.
2. If the black bars have been defaced, if there are stray marks, or if the answer forms are wrinkled, any scribbles must be erased and the sheets ironed out before work can progress; otherwise the answer sheets will be incorrectly scored or not scored at all.
3. If the computer has flagged questionable answer sheets, the clerks may look at the answer forms and see light marks, X's, ink, or incomplete erasures; or if the biographical data is missing, the clerks may find the information printed but not coded-the appropriate circles have not been darkened by pencil; or, the count and the computer count may not match, and a count must be made by hand.

C. Reporting Test Results

Test results will be reported to the superintendent's office in each local school district. Group data will be presented in the form of class, school, and district reports by grade level; stick-on labels will be available for individual students.

The following is an explanation of the types of data found in each report

1. Class Record Sheet

Students listed on the Class Record Sheet may be listed

alphabetically by class or grade if the student answer sheets are so numbered.

Four scores are reported for each student as listed below:

a. National Percentile Rank (NP)

b. Grade Equivalent (GE)

c. Scale Score (SS)

d. National Stanine (NS)

2. Concept Analysis Summary and Item Analysis

The Concept Analysis Summary and Item Analysis show the local percentage of students who answered items or groups of items correctly or incorrectly or who omitted these items. The students may be specified as all those in a class, grade, school, or district. The summary will be particularly helpful to curriculum supervisors and principals.

3. Frequency Distributions

Users of the Scoring Services will receive frequency distribution reports for each school and for the entire district. Distributions are prepared for all tests and totals. Local percentile ranks, which are based on the school or district are included in these reports.

4. List of Students Demonstrating Non-Mastery

A separate listing of students identified as scoring below the mastery level, in one or more skill areas will be provided to the superintendent of each school district.

D. Definition of Scores Reported for CTBS/S

When a test is scored, the first score to be obtained is a raw score.

In the CTBS/S, the raw score is simply the number of items that were answered correctly. This score is not meaningful; it cannot be compared with a raw score on other tests, because the number of items and the difficulty of the items differ from test to test. The meaningful scores for this test battery are percentile ranks, stanines, expanded standard scores (scale scores), and grade equivalent scores.

1. Percentile Ranks

A score that is commonly used for reporting test results is the percentile rank. Its major appeal lies in its simple definition. A student's percentile rank may be interpreted as the percentage of students in the norm group that scored equal to or lower than the student. It is computed as the percentage of students with a lower raw score than his or hers, plus one-half the number of students with the same raw score as his or hers. If a student's raw score converts to a percentile rank of 62, this indicates a score equal to or better than approximately 62 per cent of the students in the norm group.

A scale of percentile ranks is not a scale of equal measuring units. A given percentile difference is larger in terms of raw score units near the extremes of the distribution than it is near the middle. That is, the raw score difference between percentile rank of 5 and 10 or between 90 and 95 is much greater than the raw score difference between the percentile ranks of 50 and 55. It is this characteristic that makes percentile ranks unsuitable for computing means, standard deviations, correlation coefficients, and many other statistics.

When percentile ranks are reported to persons not skilled in testing, it is advisable to emphasize that these numbers represent the percentage of students with lower scores than a given individual. They do not represent the percentage of items answered correctly. Percentile ranks are commonly used for reporting test results to parents.

2. Stanines

The stanine is another meaningful score that can be derived from the raw score. It draws its name from the fact that it is a standard score from a scale of nine units. The mean stanine of the norming population is 5 and the standard deviation is 2. The scale ranges from 1 through 9. The units are equal, making stanines useful for computing means, correlation coefficients, and other statistics. Each unit represents approximately one-half of a standard deviation of the scores in the distribution of the norming group.

When stanines are used for reporting test results to persons not trained in testing, the following verbal descriptions are appropriate:

9 --- Highest level (top 4%)

8 --- High level (next 7% lower)

7 --- Well above average (next 12% lower)

6 --- Slightly above average (next 17% lower)

5 --- Average (middle 20%)

4 --- Slightly below average (next 17% lower)

3 --- Well below average (next 12% lower)

2 --- Low level (next 7% lower)

1 --- Lowest level (bottom 4%)

The advantage of the stanine score is that it can be expressed in a single digit. This advantage, of course, is gained at the expense of precision.

3. Grade Equivalents

The grade equivalent for a particular raw score represents the year and month of school - i.e., grade level - for which that raw score is the median. For example, if the median raw score for all students in the fourth month of Grade 5 (5.4) is 18 on a certain test, then we say that the grade equivalent of a raw score of 18 on that test is 5.4. Any student who answers correctly exactly 18 items on that test is given a grade equivalent of 5.4.

Caution should be exercised in interpreting grade equivalents. If a sixth-grade student obtains a grade equivalent of 7.5 on mathematics test, it does not mean that he or she has mastered all the mathematics that is taught in that school district up to the fifth month of Grade 7. It means only that on this test in mathematics the number of items this student answered correctly is equal to the median number of items answered correctly by students in the norming group in the fifth month of Grade 7.

Similarly, if a sixth-grade student obtains a grade equivalent of only 4.8 on a mathematics test, it does not mean that he or she has not mastered some of the concepts taught beyond the eighth month, Grade 4. It means only that the number of items this student answered correctly is equal to the median

number answered correctly by all students in the norming group in the eighth month of Grade 4.

Grade equivalent scores are not comparable among tests!

4. Expanded Standard Scores (Scale Scores)

The expanded standard scores (scale scores) are produced from a single, equal interval scale of scores across all grades for use with all levels of CTBS/S. The expanded standard score is expressed in three-digit numbers, ranging from 000 through 999. These scale scores enable the user to chart a student's growth from the beginning of school through Grade 12, regardless of which levels of CTBS/S have been administered. The scale scores are also useful for plotting trends and growth in achievement for school systems and other groups. Comparisons may be made between the group tested and that standardization sample. Further explanation of the expanded standard scores and additional suggestions for their use can be found in the Test Coordinator's Handbook. Tables that facilitate conversion for Form S to Form Q Scale Scores are available on request from Marketing Services, CTB/McGraw-Hill. Means and standard deviations of scale scores for all tests at all grades and levels of CTBS/S appear in the Technical Report.

E. Interpretation of Test Data

Interpretation of test data will be conducted by each local school district. Valuable information concerning individual or group performance can be gained from careful and accurate interpretation of test data.

To determine the current status of a student's achievement in the basic skills, the use of percentiles is recommended. To measure a student's progress between successive testing (any grade, level of test, or form of test), it would be best to utilize expanded standard scale scores. Although grade equivalent scores are available for each level of the test, it is not recommended that these serve as a basis of student evaluation or placement.

Individual test results for exceptional children may be used as further information for the development or review of the Individual Education Plan (IEP).

The best approach for identifying strengths and weaknesses of groups of students utilizing the test data is to make use of the stanine summary data. This information is found at the end of each class report of scores following that group's averages for each subtest. The stanine summary data presents, by subtest, the number of students scoring within each stanine band and the percentage of the total number within that group. The stanine summary report can quickly reveal in which subtests the group represented had the highest number or highest percentage of students in the below average, average, and above average ranges of test performance. To determine areas of weaknesses (below average), an individual interpretating the data will need to add the percentages in stanines one, two and three together for each subtest.

The subtests which contain the highest percentages would then be considered the weakest area. The subtest with the lowest percentage would be considered the strongest areas determined only by this test data. Of course, in making judgments about the curriculum at any grade level other factors need to be considered before final decisions are made about the strengths and weaknesses.

Technical assistance in test administration, utilization, and interpretation is available through the Office of Research and Planning, Dr. Donald Van Fleet, Head (502) 564-4394.

DEVELOPING THE LOCAL EDUCATIONAL IMPROVEMENT PLAN

Bureau of Instruction, Division of Program Development

VI. INTRODUCTION

The following guidelines have been designed to assist local school districts in following the procedures necessary for the development of the Local Educational Improvement Plan as required by the Kentucky Educational Improvement Act of 1978.

A. Overview of the Educational Improvement Plan

The Educational Improvement Act is essentially formed of two components--testing and educational improvement. The guidelines which follow deal with the procedures necessary to the development of an educational improvement plan which will meet the needs of Kentucky's students.

The public hearing required at each school will assure that citizens of the community will have an opportunity to contribute ideas and opinions to the local plan. After considering the information gained from the hearings along with test scores and other data sources, the local school district will be able to identify major areas of weakness and establish its priorities. After setting its goals, the district can then develop appropriate objectives and activities which will lead to the achievement of those goals. Thus, those pupils with identified weaknesses in the basic skills areas will have access to a program specifically designed to meet those students' needs.

B. Time Frame for Initial Implementation of Local Districts' Responsibilities

DATES	ACTIVITIES	ASSISTANCE
August, 1978	Appointment of EIP Coordinator by local superintendent	Bureau of Instruction
August, 1978 - September, 1978	In-service on (1) EIP development (2) Interpretation of test data	Bureau of Instruction Office of Research & Planning
October, 1978 - April, 1979	LEA conducts planning meetings	Bureau of Instruction
	Public hearings are held at each local school (Existing assessment data should be analyzed to determine areas of weakness and to set instructional priorities.)	Bureau of Instruction
March, 1979 - April, 1979	In-service on initial test administration	Office of Research & Planning
April, 1979	Test Administration (grades 3, 5, 7, 10)	Office of Research & Planning
August 1, 1979	Tentative district EIP	Bureau of Instruction
	Test results returned	Office of Research & Planning
August, 1979 - September, 1979	Revise plans, finalize, submit to local board	
	In-service on diagnostic test administration	Office of Research & Planning
	In-service on interpretation of initial test data	Office of Research & Planning
September, 1979- October, 1979	Diagnostic test administration in grades 4, 6, 8, 11 for those who were below criteria in 3, 5, 7, 10 (Districts may administer the state-selected instrument or one of their own choosing.)	Office of Research & Planning

DATES	ACTIVITIES	ASSISTANCE
October 1, 1979	Final district EIP due in Kentucky Department of Education, must include: (a) process goals (b) product goals (c) list of individuals (d) areas of weakness (e) list of priorities (f) objectives and activities (g) calendar of events (timeline) (h) brief report of progress made for each succeeding year	Bureau of Instruction
October, 1979 - December, 1979	Data on diagnostic test returned to local district	Office of Research & Planning
November, 1979 - December, 1979	EIPs reviewed by Kentucky Department of Education	Bureau of Instruction
	Upon approval of EIP, educational improvement program begins in schools for grades 4, 6, 8, 11	Bureau of Instruction
October, 1979 - January, 1980	Interpretation of diagnostic test data implications for educational improvement	Bureau of Instruction Office of Research & Planning
April, 1980	Test administration (second year) grades 3, 5, 7, 10	Office of Research & Planning
1980 - 1981	Educational Improvement program under way in schools for grades 4, 6, 8, 11 and grades 5, 7, 9, 12	Bureau of Instruction
September, 1980- October, 1980	Diagnostic test administration	Office of Research & Planning

VII. PUBLIC HEARINGS

The Educational Improvement Act requires that public hearings be held in order to gain a broad input from the citizens of the school district. The hearings offer each school an opportunity to inform the public about the program while involving them in the planning process.

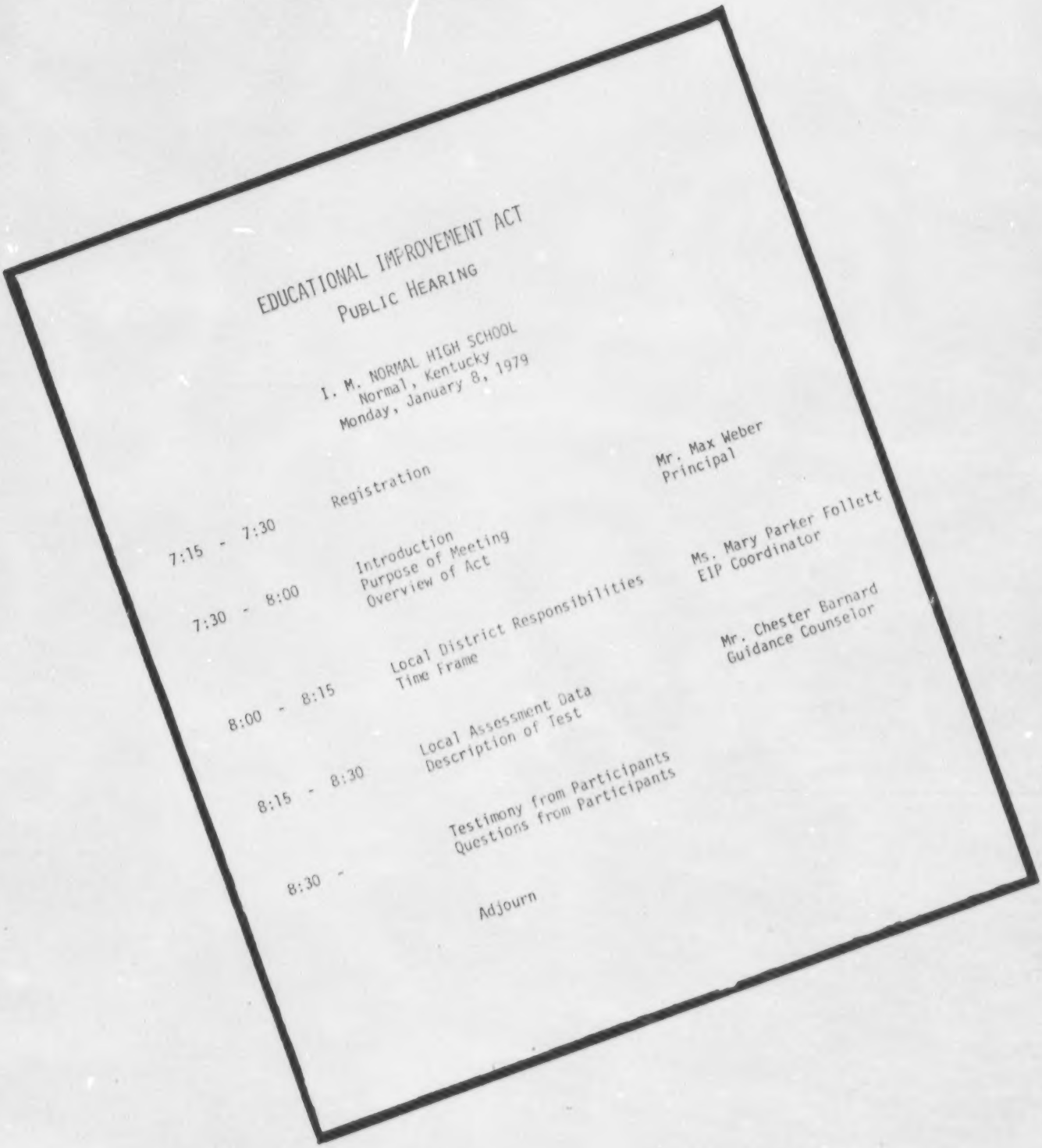
A. Procedures for Conducting Public Hearings

The following are guidelines for conducting public hearings as a part of the development of the Local Educational Improvement Plan:

1. Public hearings shall involve citizens, parents, teachers, students, and administrators.
2. Public hearings must be held at each school building.
3. Notice of the hearing should be advertised in the largest local newspaper, or the newspaper with the largest bona fide circulation in the district. The announcement should be published at least twice before the hearing with the first publication occurring somewhere between seven (7) and twenty-one (21) days before the actual date of the hearing. It could also be sent to local radio stations for broadcast as a public service announcement.
4. Any advertisement of a hearing should state the purpose of the hearing, the place, and the time. A sample news release is included in Part II. C.

5. An open invitation should be offered to all persons desiring to testify in regard to the development of the Local Educational Improvement Plan.
6. All persons attending the hearing should sign in, indicating whom they represent and whether or not they wish to speak.
7. All proceedings should be tape-recorded and a secretary should take minutes of each hearing.
8. Documentation of the hearings is a necessity. The local EIP Coordinator should keep the sign-in sheets, minutes, and tapes of each hearing held in the school district.
9. The hearing should be conducted by the school building principal, with assistance from a member of the guidance staff who would be present to answer questions about the testing program and other assessment data.
10. Realistic time limits should be set for those participants who wish to speak. Ten minutes is usually considered to be adequate for each speaker. The time limit should be announced prior to taking any testimony and read into the introductory statement by the principal.
11. The order of presentation is determined by the order in which the participants sign in.
12. The testimony should be limited to topics associated with the development of the Local Educational Improvement Plan.

B. Sample Agenda for Public Hearing



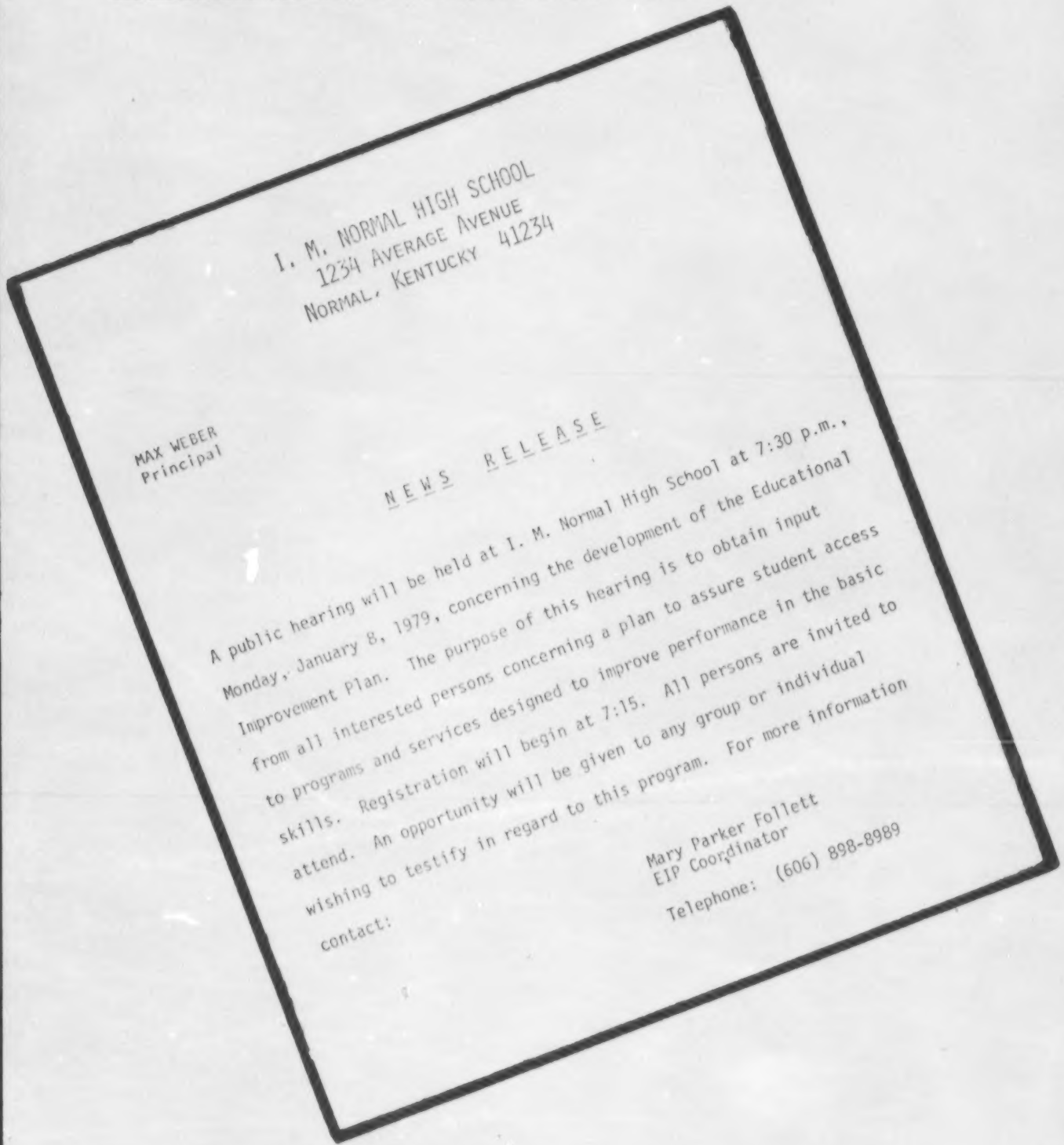
EDUCATIONAL IMPROVEMENT ACT

PUBLIC HEARING

I. M. NORMAL HIGH SCHOOL
Normal, Kentucky
Monday, January 8, 1979

7:15 - 7:30	Registration	Mr. Max Weber Principal
7:30 - 8:00	Introduction Purpose of Meeting Overview of Act	Ms. Mary Parker Follett EIP Coordinator
8:00 - 8:15	Local District Responsibilities Time Frame	Mr. Chester Barnard Guidance Counselor
8:15 - 8:30	Local Assessment Data Description of Test	
	Testimony from Participants Questions from Participants	
8:30 -	Adjourn	

C. Sample News Release for Notification of Public Hearings



I. M. NORMAL HIGH SCHOOL
1234 AVERAGE AVENUE
NORMAL, KENTUCKY 41234

MAX WEBER
Principal

NEWS RELEASE

A public hearing will be held at I. M. Normal High School at 7:30 p.m., Monday, January 8, 1979, concerning the development of the Educational Improvement Plan. The purpose of this hearing is to obtain input from all interested persons concerning a plan to assure student access to programs and services designed to improve performance in the basic skills. Registration will begin at 7:15. All persons are invited to attend. An opportunity will be given to any group or individual wishing to testify in regard to this program. For more information contact:

Mary Parker Follett
EIP Coordinator
Telephone: (606) 898-8989

VIII. WRITING THE LOCAL EDUCATIONAL IMPROVEMENT PLAN

The following sections include those items which must be included as part of the Local Educational Improvement Plan. Information is provided within each section to provide further direction and clarification on how the plan is to be written. Actual forms to be used in the compilation of the plan are included in Part III. D. 2.

A. Purpose

Each Local Educational Improvement Plan should begin with a purpose statement which includes the basic rationale behind development of the plan. In preparing the purpose statement, the district should take into consideration such things as the legal implications of the Educational Improvement Act, assessment information, local priorities and the current feasibility of program changes.

B. Assessment

Districts will identify pupils not having met the established criteria on the Comprehensive Tests of Basic Skills and pinpoint specific weaknesses as a basis for designing the necessary educational improvement programs to be implemented during the 1979-80 school year. The initial educational improvement design will be based upon existing data which might include academic ability measurements, aptitude tests, research findings (holding-power studies, graduate follow-up studies, socio-economic status, cultural differences, etc.) and empirical data including teacher evaluation, public hearings, and other available data.

It is mandated that the screening test be administered to all pupils in grades 3, 5, 7 and 10 during April of 1979 and each succeeding year. The data from this annual testing program can be used by the local school district to identify its weaknesses and to establish priorities as required in the Local Educational Improvement Plan.

Additional assessment data available from the student's cumulative record and teacher observation should supplement the Comprehensive Tests of Basic Skills data to determine if the pupil shows a pattern of poor performance. Those students so identified will then undergo a diagnostic test in the fall of the following year in order to pinpoint and address individual weaknesses.

C. Goals, Objectives, and Activities (See form on page 50)

The goals, objectives and activities set by a local school district in its Educational Improvement Plan must be based on the data obtained from the assessment information. Within each school district, the goals, objectives and activities may vary from school to school and from grade to grade depending on the priorities established as a result of the weaknesses indicated by the assessment information.

The following form is suggested as a means of compiling the required content of the Local Educational Improvement Plan. Separate forms will be necessary for the various goals and each product objective under them. The following information should be included on the form:

1. Name of school district and coordinator
2. Goal statement

3. School(s) designated to meet the goal (based on assessment results all schools may not have to achieve the same goals)
4. Product objective stated in measurable terms (based on expected student outcomes as established by the State Board for Elementary and Secondary Education)
5. Evaluative methods to determine attainment of product objectives
6. Process objectives stating means by which product objective will be attained and indicating duration of time
7. Specific activities to occur within each process objective

D. Submitting the Local Educational Improvement Plan

-- Complete the following and attach necessary forms and proofs of documentation. Additional pages may be added if necessary.

-- Mail or deliver two (2) copies of the completed plan to:

Mrs. Randy L. Kimbrough
Assistant Superintendent for Instruction
Kentucky Department of Education
1813 Capital Plaza Tower
Frankfort, Kentucky 40601

-- All Educational Improvement Act plans should be received at the Department of Education by October 1, 1979.

-- Be sure to retain at least one (1) copy of the plan for your district's use.

-- Local districts will be notified as soon as the plan is received by the Department of Education.

-- Each district will receive notice of the acceptability of the plan before January 1, 1980.

1. SCHOCL DISTRICT: Normal County EIP COORDINATOR: Mary Parker Follett

2. GOAL: To improve skills in mathematics computation

3. SCHOOL(S): I. M. Normal High School

4. PRODUCT OBJECTIVE:

By the spring of 1982, 50% of the 10th grade pupils identified in the 7th grade as having educational weaknesses in mathematics computation and who have participated in the Local Educational Improvement Program will score at or above their predicted ability level or will show an increase in their scores on the Mathematics Computation Test of the CTBS/S.

5. PLANS FOR EVALUATION: Formative (in-progress) evaluation:

Teacher-made tests and appropriate mathematics activities will be utilized to measure progress. Summative (final) evaluation: The CTBS/S will be administered in the spring of 1982. Records will be compiled indicating successful participation by students in educational improvement activities.

6. PROCESS OBJECTIVE(S):

1. Further evaluation of students falling below the cut-off point on the mathematics computation test of the CTBS will be conducted by a committee of teachers and guidance personnel
2. ⋮
3.
4.
.
.

TIME LINE

A	S	O	N	D	J	F	M	A	M	J
X...	.....	..X								

7. ACTIVITIES:

1. a. Check records for students who show a pattern of poor performance in mathematics computation.
   b. Obtain teacher recommendations for students needing improvement in mathematics computation.
   c. Administer the diagnostic test to determine specific areas of weaknesses.
   ⋮
2. a.
   b.
   c.
   .
3. a.
   b.
   c.
   .
4. a.
   b.
   c.
   .

DIRECTIONS

COVERSHEET: Fill out the following coversheet for the Local Educational Improvement Plan.

SECTION I: State your district's purpose underlying the Local Educational Improvement Plan.

SECTION II: Record documentation of each public hearing held in your district. In addition, each EIP Coordinator is responsible for keeping a list of all participants involved in each public hearing. All minutes and tapes of the hearings must also be kept on file in the district.

SECTION III: List the names and positions of the persons in your district responsible for development of the Educational Improvement Plan. This list may include parents, community representatives, students and local school district employees.

SECTION IV: Part A - Fill out the assessment form. The basic skill of writing will be measured by the CTBS/S, Test 4 - Language Mechanics and the basic skill language arts will be measured by Test 5 - Language Expression.

Part B - List the assessment methods other than the CTBS/S used to ascertain weaknesses. Student records of past performance, teacher observations, data from aptitude tests, data from other achievement tests and other sources of information which would indicate a pattern of poor performance should be considered.

Part C - List the educational weaknesses you have identified in your district in order of priority.

SECTION V: Using the forms, state the product and process goals to be achieved in your district. Also state the objectives, activities, time frame and means of evaluation used to achieve each goal listed. Additional pages may be added if necessary.

SECTION VI: If any part of Sections I through V has not been completed in your district, please attach an explanation.

LOCAL EDUCATIONAL IMPROVEMENT PLAN

School District: _____ County: _____

SUPERINTENDENT

Name: _____

Address: _____

_____

_____

Telephone: _____

EIP COORDINATOR

Name: _____

Address: _____

_____

_____

Telephone: _____

This plan has been submitted to and approved by the local Board of Education.

_____ _____

Signature of Superintendent Date

SECTION I: District's Purpose:

SECTION II: Documentation of Public Hearings:

Date	Location	Number of Participants	Conducted By

SECTION III: Persons Responsible for Development of The Educational Improvement Plan:

NAME	POSITION

SECTION IV: Assessment Data

Part A: NUMBER/PERCENT OF CANDIDATES SELECTED TO PARTICIPATE IN THE LOCAL EDUCATIONAL IMPROVEMENT PROGRAM

	Reading	Writing	Spelling	Language Arts	Mathematics	Learning Skills
3rd Grade						
5th Grade						
7th Grade						
10th Grade						

Part B: ASSESSMENT METHODS USED (other than CTBS/S)

Part C: EDUCATIONAL WEAKNESSES IN ORDER OF PRIORITY

SECTION V

1. SCHOOL DISTRICT: _____ EIP COORDINATOR: _____

2. GOAL:

3. SCHOOL(S):

4. PRODUCT OBJECTIVE:

5. PLANS FOR EVALUATION:

6. PROCESS OBJECTIVE(S):

1.
2.
3.
4.
.
.

TIME LINE

A	S	O	N	D	J	F	M	A	M	J

7. ACTIVITIES:

1. a.
   b.
   c.
   .
2. a.
   b.
   c.
   .
3. a.
   b.
   c.
   .
4. a.
   b.
   c.
   .

E. Amendment Procedure

At such time as the local school district determines that it must add to, delete from or otherwise revise its approved Educational Improvement Plan, it is the responsibility of the local school district superintendent, or her/his designee, to complete Section V of the forms with the appropriate revisions and submit them with a narrative explanation of the requested changes to:

Mrs. Randy L. Kimbrough
Assistant Superintendent for Instruction
Kentucky Department of Education
1813 Capital Plaza Tower
Frankfort, Kentucky 40601

The proposed changes will be reviewed and written notification of their approval or rejection will be returned to the local school system.

APPENDICES

APPENDIX A:

The Kentucky Educational Improvement Act
of 1978

General Assembly

COMMONWEALTH OF KENTUCKY

Regular Session 1978

Tuesday, March 7

House Bill No. 579

The following bill was reported to the Senate from the House and ordered to be printed.

AN ACT relating to educational improvement.

Be it enacted by the General Assembly of the Commonwealth of Kentucky:

SECTION 1

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

This Act shall be known as "The Educational Improvement Act of 1978."

SECTION 2

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

As used in this Act, unless the context otherwise requires:

(1) "Department" means the state department of education;

(2) "Competencies" means the possession of skills, knowledge and understandings to the degree they can be demonstrated or measured;

(3) "Basic skills" means reading, writing, spelling, language arts, mathematics, and the development of learning skills;

(4) "Product goals" means expected student outcomes as approved by the state board for elementary and secondary education;

(5) "Process goals" means systematic and orderly procedures to be followed in achieving product goals.

SECTION 3

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

It is the intention of the general assembly in enacting this legislation to assure the right of each student in the public schools of this state to acquire the basic knowledge and learning skills essential for completing high school, pursuing a course of study in post secondary education, or entering the work force in our society. It is further the intention of the general assembly to assure each student in the public schools access to those programs and services appropriate to his educational needs in the areas of basic academic and learning skills development.

SECTION 4

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

The department of education shall administer the provisions of this Act pursuant to regulations adopted by the state board for elementary and secondary education upon recommendation of the superintendent of public instruction.

SECTION 5

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

There shall be appointed by the governor a state advisory committee for educational improvement in accordance with the following:

(1) The state advisory committee for educational improvement shall be eighteen (18) members broadly representative of citizens, parents, teachers and administrators. Their principal duties shall be to advise the governor and department in the implementation of the provisions of this Act;

(2) All members shall be voting members appointed by the governor and shall serve terms of four (4) years, except that the original appointments will be made as follows:
   (a) Five (5) members for four (4) year terms
   (b) Five (5) members for three (3) year terms
   (c) Four (4) members for two (2) year terms and
   (d) Four (4) members for a one (1) year term;

(3) The state advisory committee for educational improvement shall elect a chairman annually from its membership;

(4) The members shall be remunerated for actual and necessary expenses incurred while attending meetings of the state advisory committee for educational improvement or while serving in the capacity as representative of the state advisory committee for educational improvement;

(5) The state advisory committee for educational improvement shall meet at least three (3) times each year at such times and places as it determines by resolution.

SECTION 6

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

The department shall develop and implement a statewide assessment program in accordance with the following:

(1) This program shall be for the purpose of measuring and reporting student progress and achievement in the basic skills in grades 3, 5, 7 and 10 and other product goal areas as determined by the state board for elementary and secondary education upon recommendation of the superintendent of public instruction;

(2) Appropriate tests shall be administered annually beginning in 1978-79;

(3) Results of these tests shall be compiled on a statewide, district and school basis by the department and be made available to the governor, the state advisory committee for educational improvement, the legislative research commission, the state board for elementary and secondary education, and local boards of education;

(4) The results of these tests shall be used by local boards of education for the development of educational improvement plans and shall not be used for the evaluation of teachers or administrators for the purpose of promotion, demotion, transfer or dismissal.

SECTION 7

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

The department shall assume the following functions in implementing the educational improvement act:

(1) The department shall, in 1978-79, purchase or cause to be developed tests appropriate to the Commonwealth of Kentucky for measuring student progress and achievement in the basic skills in grades 3, 5, 7 and 10. These tests shall be reviewed annually for appropriateness and shall be modified or revised as is necessary;

(2) The department shall, in 1978-79, purchase or cause to be developed tests appropriate to 10th grade students in Kentucky for measuring proficiency in other product goal areas as determined by the state board for elementary and secondary education upon recommendation of the superintendent of public instruction. These tests shall be reviewed annually for appropriateness and shall be modified or revised as is necessary;

(3) The department shall cause to be administered annually, beginning in the 1978-79 school year, all tests specified in subsections (1) and (2) of this section above to all students in grades 3, 5, 7 and 10 in all of the public schools of the state;

(4) The department shall score or cause to be scored all tests specified in subsections (1) and (2) of this section, compile results for each local school district, and return these results to the appropriate district by August 1 of each year;

(5) The department shall, upon the request of a local school district, provide assistance in interpreting test results;

(6) The department shall, upon request of a local school district, provide technical assistance in the area of program development;

(7) The department shall review and approve local plans for educational improvement consistent with guidelines approved by the state board for elementary and secondary education; and

(8) The department of education shall annually review both state process and product goals and modify when appropriate.

SECTION 8

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

Each local school district in the state shall assume the following responsibilities and functions in implementing the provisions of this Act:

(1) Each local school district shall develop in the 1978-79 school year an educational improvement plan. In developing these plans, local districts shall involve local citizens, parents, students, teachers and administrators through hearings held at each school level;

(2) Each local district board of education shall by October 1, beginning in 1979 and annually thereafter, submit to the state department of education for approval a local plan for educational improvement;

(3) Local school personnel shall ascertain areas of strength and weaknesses in the school program as revealed by the test results and with the advice and counsel of the representatives mentioned in subsection (1) of this section above, shall develop appropriate programs to address educational weaknesses for grades 4, 6, 8 and 11. These programs shall be implemented at the beginning of the 1979-80 school year and shall continue into grades 5, 7, 9 and 12 during the 1980-81 school year. These programs shall be continuous thereafter and shall be reviewed and updated annually;

(4) The educational improvement plan developed and submitted by each local school district to the department shall include the following:

(a) Process goals for educational improvement. These shall be developed under the provisions of subsection (1) of this section above

(b) Product goals applicable to the local school district. These may be the product goals adopted by the state board for elementary and secondary education or some adaptation consistent with them

(c) A list of individuals, by occupation, or groups involved in developing the plan

(d) The areas of weaknesses as revealed by the district assessment results

(e) A list of priorities for program implementation

(f) The objectives and activities deemed appropriate and necessary for alleviating the observed educational weaknesses

(g) A calendar of events, or timeline, for implementation

(h) A brief report, each succeeding year after submission of the initial plan, of progress made in overcoming observed weaknesses.

SECTION 9

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

The department shall upon request assist local school districts in promoting inservice education.

SECTION 10

A NEW SECTION OF KRS CHAPTER 158 IS CREATED TO READ AS FOLLOWS:

To assure effective implementation of this Act, the department shall, upon passage, develop and submit to the governor, the state advisory committee for educational improvement, the legislative research commission, and the state board for elementary and secondary education a comprehensive plan for achieving the priorities and programs set forth in Sections 6, 7 and 8 of this Act. Such plan shall include, but not be limited to, the specific responsibilities assigned to the department and local school districts; procedures for involving the state advisory committee for educational improvement; means of utilizing guidance and counseling personnel; and implementation processes and schedules.

APPENDIX B:

State Advisory Committee for
Educational Improvement

STATE ADVISORY COMMITTEE FOR
EDUCATIONAL IMPROVEMENT

NAME	LOCATION	TERM EXPIRING
Richard Allen	Ashland	June 17, 1982
Kenneth O. Gibson	Madisonville	June 17, 1982
Jean Harney	Danville	June 17, 1982
O'Leary Meece	Somerset	June 17, 1982
Frank B. Simpson	Louisville	June 17, 1982
Mrs. Blair Branham	Covington	June 17, 1981
John E. Dunn	Owensboro	June 17, 1981
Jody Richards	Bowling Green	June 17, 1981
Maurice Ryan	Murray	June 17, 1981
Stephen Taylor	Morehead	June 17, 1981
Russell Below	Alexandria	June 17, 1980
Dr. Mitchell Davis	Glasgow	June 17, 1980
Frank Hatfield	Shepherdsville	June 17, 1980
Jo Nell Mittendorf	Paducah	June 17, 1980
Maurice Bement	Lexington	June 17, 1979
Pat Guthrie	Bowling Green	June 17, 1979
Henry E. Pogue, Jr.	Ft. Thomas	June 17, 1979
Dr. R. L. Yokley	Russellville	June 17, 1979

APPENDIX C:

Expected Student Outcomes as Approved by the
State Board for Elementary and Secondary Education

EXPECTED STUDENT OUTCOMES
FOR
THE KENTUCKY EDUCATIONAL IMPROVEMENT ACT OF 1978

The Kentucky Educational Improvement Act of 1978 will assure by individual assessment and implementation of a Local Educational Improvement Plan that each student in the public schools of Kentucky has the opportunity:

1. to increase basic reading vocabulary skills;

2. to improve basic reading comprehension skills;

3. to improve spelling skills;

4. to improve knowledge of language mechanics skills;

5. to improve utilization of effective language expression skills;

6. to improve skills in mathematics computation;

7. to increase knowledge of mathematics concepts and applications; and

8. to increase the ability to utilize reference skills.

APPENDIX D:

Student Identification System

STUDENT IDENTIFICATION SYSTEM

As stated in Section 3 of House Bill 579 (Educational Improvement Act of 1978) it is "the intention of the general assembly to assure each student in the public schools access to those programs and services appropriate to his educational needs in the areas of basic academic and learning skills development." The Department of Education has been given the responsibility to purchase tests for measuring student progress and achievement in the basic skills in grades 3, 5, 7, and 10. The CTBS/S will be utilized as a screening instrument to identify students who need further diagnostic assessment in order to determine the extent of possible remediation. Once these students are identified, each student will be provided access to appropriate educational improvement activities in the subsequent grades 4, 6, 8, and 11 and may continue on into grades 5, 7, 9, and 12.

The identification of these students must be an eclectic process involving educationally sound evaluative procedures. The Department of Education, in cooperation with various representatives of educational personnel, has been given the responsibility to develop the student identification system. To ensure accuracy and fairness of the identification system, input from local district personnel will be an integral component in the final evaluation of each student. Local districts will be encouraged to examine test results as well as other available information (i.e., teacher-opinion, prior student performance, cumulative records, and other educational and environmental factors).

In establishing the student identification system, many factors must be examined and carefully weighed. Arbitrary decisions must be avoided at all costs. The initial procedure in developing the student identification system will include preliminary studies of historical statewide test data which have been compiled in the State Summary reports of the Kentucky Educational Assessment

Program (KEAP) for the years 1973 through 1977. This data reflects the level of achievement of Kentucky's students utilizing the Comprehensive Tests of Basic Skills, Form Q and Form R as the assessment instrument(s). Once CTBS/S test results for 1978 are available, data will be examined and will yield the current status of the statewide achievement levels of Kentucky students in the basic skills areas..

The next procedure in establishing the student identification system is to determine a specific quantitative measure for each of the skill tests of the CTBS/S. This procedure involves actual on-site (volunteer local districts) application of the process. CTBS/S results must be available for the 1977-78 school year in order for a district to qualify to participate.

Teachers in the voluntary local districts will be asked to separate students into three specific groups:

Group 1 - Students who will need remedial instruction.

Group 2 - Students who may need remedial instruction.

Group 3 - Students who will not need remedial instruction.

Once students are grouped according to teacher-judgment, test results for the students in groups one and two will be retrieved and plotted utilizing the expanded standard (or scale) scores. The expanded standard score is produced from a single, equal-interval scale of scores across all grades and levels of the CTBS/S and will provide the most accurate means of measuring growth between successive testings. Consequently, the expanded standard will be the score utilized in the statistical analysis of test results.

In determining the acceptable level of achievement on each skill test at each of the four levels of the CTBS/S, the point at which the expanded standard scores for the two groups overlap will statistically indicate the acceptable quantitative measure or precise expanded standard score to indicate the acceptable level of achievement.

Examination of the historical statewide test data has indicated that approximately 15-22 percent of Kentucky students in each of the grades tested will be identified as needing further diagnostic assessment in order to determine the extent of possible remediation. By utilizing this system of data analysis and teacher-judgment, students will be identified through statistically valid and reliable procedures.

Each district will be provided a listing of students identified as needing further diagnostic assessment in order to determine the extent of possible remediation. At this point, district personnel will have the opportunity to review and evaluate the identification of each student. If it is determined that a student has been identified incorrectly due to poor test conditions or other extenuating circumstances, the student(s) can be exempted from participating in the required educational improvement activities. Appropriate documentation of reasons for the exemption(s) must be available for each student. It is suggested that guidelines be available to accommodate this situation and that local districts be strongly encouraged to scrutinize each exemption carefully to assure that the student's educational needs will be met to the fullest extent.

APPENDIX E:

Glossary

GLOSSARY

ALLEVIATING THE OBSERVED EDUCATIONAL WEAKNESSES:

the development of appropriate programs which address areas of weaknesses as revealed by the local school district assessment results

BASIC SKILLS:

reading, writing, spelling, language arts, mathematics, and the development of learning skills

DEPARTMENT:

the State Department of Education

LEARNING SKILLS:

study skills including the use of reference books such as the dictionary, use of the library and the ability to identify and use various parts of a book

PROCESS OBJECTIVES:

systematic and orderly procedures to be followed in achieving product objectives (referred to as process goals in the law)

PRODUCT OBJECTIVES:

expected student outcomes as approved by the State Board for Elementary and Secondary Education (referred to as product goals in the law)

WRITING:

the mechanics of language including punctuation and capitalization